



City of Tempe – BEST Program

Grant: Year 2 Renewal, Tempe BEST Program

Award Amount: \$124,731

Contract Period: October 1, 2019 – September 30, 2020

The City of Tempe BEST (Building Employment Support and Training) Program is to increase Tempe's inclusion culture and language competency, facilitate the hiring of 6 applicants with I/DD, and to create a municipal model that can be replicated in other cities.

This past year, the City of Tempe embarked on changing and enhancing their hiring policies to be more inclusive of recruiting, selecting, and hiring individuals with I/DD. An individual with I/DD does not need to live within the Tempe city limits to work for the city. Through this grant, the City Council and upper management has supported the BEST program, departments agreed to provide in-kind supports and to explore strategies for hiring, and the ADA Coordinator, Michele Stokes, has provided sensitivity and awareness to city employees.

Community partnerships continue to support the BEST program. New partners include Foundation for Blind Children, First Place AZ, Elite Community Services, and Best Buddies AZ. Existing partnerships are Ability 360, Sonoran UCEDD, DDD and VR, and the Arc of Tempe, SARRC, STARS and TCH.

Data as of 8/16: Other highlights for Year 1 include 12 applications received by individuals with I/DD. Of that number, 4 are in the process of going through interviews, and 9 applicants are in progress (one applicant applied for two different positions at the same time).

Data as of 8/27: Tempe BEST has received a total of 17 applicants who are either 'active' or 'in process'.

Enhanced changes in Year 2 include the following:

- BEST applicant pool will increase to 20 or more, intend to hire 6 applicants.
- BEST will request 4 PT positions by 7/2020.
- BEST materials will be developed in Spanish.
- BEST will hold a "Disability Inclusion Listening Session", which will enable staff, partners, and the public to advise the City of Tempe on how to be more inclusive.
- BEST program will be shared with municipalities, agencies and others.
- BEST Supervisor and Grant Coordinator hours will increase in year 2 to provide adequate supervision of the program.
- City of Tempe is planning 2 Public Works Apprenticeship opportunities, in fleet management and in solid waste.
- Surveys are created for city of employees, partners and applicants. In Year 2, surveys will be created for BEST supervisors and support agencies.



Southwest Institute for Families – Supported Decision Making

Grant: Year 2 Renewal, Supported Decision Making Program

Award Amount: \$59,243

Contract Period: October 1, 2019 – September 30, 2020

Southwest Institute for Families & Children (SWI) is seeking renewal funding to support a collaborative effort to move Arizona away from legal Guardianship to Supported decision making (SDM) agreements, as a viable option for individuals with I/DD to make their own choices and to live independent lives. Key collaborators include the AZ Center for Disability Law (ACDL) and The Arc of Arizona. Both are subcontractors handling key aspects of this contract.

Supported decision-making agreements allow people with I/DD to keep their rights and responsibilities as adults while still receiving the support they need to make well-informed decisions. A formalized agreement is developed between the person with the disability and people they trust who agree to provide support in the areas identified by the person with the disability. In this way, having a SDM agreement does not take away the rights of individuals with I/DD, as the person identified to provide support can only provide advice. The agreements are nonbinding, do not require a petition to the court, and allow for the individual to increase their self-advocacy skills.

Accomplishments to date:

- Development of a two year strategic plan for Years 2 and 3. Year 3 may be considered by the ADDPC (FY 2021).
- Convening an advisory committee to provide input and guidance on project objectives.
- Conducted forums and interviews of individuals with I/DD, families, caregivers, and other stakeholders to discuss concerns about SDM and usage of legal guardianships.
- Drafted a White Paper on findings from forums and interviews. Final draft will be submitted by September 30.
- Created 3 separate curriculums teaching SDM geared towards people with I/DD and their families and caregivers; geared towards social service providers, educators and medical providers; and the third curriculum is geared towards legal professionals and will include legal education credits.
- Discussions with key AZ Legislators to begin drafting legislation and seek key sponsors for the upcoming 2020 legislative session.

SWI, along with ACDL and The Arc of Arizona will continue working with the advisory committee in Year 2. The main work will entail

1. Finalizing the strategic plan for year 2 and year 3.
2. Seek additional sources of funding to support the project.
3. Conduct 6 trainings to educate the public about SDM. Trainings will be conducted in person, in Flagstaff, Phoenix and Tucson (2 at each location). The trainings will utilize the curriculum developed during the first year.
4. Develop online versions of the curriculum using short videos for easy access will be developed during the first 6 months of the second year contract period.
5. Develop, propose, monitor and educate Arizona legislators to pass legislation recognizing support for SDM as a less restrictive alternative to guardianship. SWI and its partners will educate lawmakers about the benefits of SDM agreements as a less restrictive alternative to guardianship.



Application Overview

Northern AZ University/ Institute for Human Development

Grant: Pilot Projects to Support Inclusion Practices in Colleges

Award Amount: \$99,996; (\$33,458 Match)

Contract Period: October 1, 2019 – September 30, 2020

NAU/IHD proposes to partner with Coconino Community College (CCC) to pilot a post-secondary college best practice for four (4) students with I/DD to self-determine their education and employment goals and to have access to supports to realize their goals in authentic inclusive and age appropriate environments.

It's important to note that the funding to support this pilot project will focus solely on the recruitment and support of four individuals with I/DD who have or soon will age out of school. The model, utilized in the long-term, will address integrated employment, which is not directly addressed in the pilot project due to time constraints, although if employment is a goal of a participant, they will be supported to seek and obtain employment.

The proposed project is designed to build upon and replicate components of a successful model originally developed and validated at the University of Hawaii at Manoa's Center on Disability Studies (CDS) and its consortium partners. The long term goal of this project is to establish a sustainable program that supports students with I/DD to attend and succeed in post-secondary education, leading to attainment of a meaningful credential and /or diploma and improved employment and independent living outcomes. If funded, the goal of one year of funding will support the formalization of the Hawaii model for use in Arizona and pilot the model with four eligible students with I/DD.

Seven Objectives have been identified by NAU/IHD to accomplish during year 1:

1. Refine and enhance the model components and strategies that have proved effective in Hawaii, through an iterative process prior to and while being pilot tested in Northern Arizona.
2. Prepare four qualified individuals with I/DD ages 18-23 to participate in post-secondary education. Four CCC students will be selected to serve as peer mentors. Two graduate students from NAU will be selected and trained to serve as coaches.
3. Provide training and technical assistance on model components and strategies for use during the pilot. Professional development training will be geared for faculty (approx. number

=206) and other post-secondary education personnel, as well as to VR counselors, DD case managers, and others.

4. Pilot test the refined model with four individuals with I/DD, ages 18-23. An inter-agency collaborative team will be formed to assist with this objective, and to provide support to these four students with I/DD.

5. Conduct a rigorous evaluation to determine the effectiveness/efficacy of the model using valid qualitative processes and outcome measures of post-school success.

6. Prepare and disseminate finalized project materials and data reports and prepare for replication of the model in other sites.

7. Replicate and sustain the model throughout Arizona.

NAU/IHD will evaluate this year 1 pilot project on four outcome metrics to include:

- Access-did the four students with I/DD enroll and attend class;
- Retention – did the four students complete their courses;
- Completion – are the four students enrolling in courses for the next semester, thus working toward completing a degree or certificate;
- Placement – in post CCC position of preparation or employment



Application Overview

City of Nogales Parks & Recreation Department

Grant: Support for People with I/DD in Inclusive Recreation Program

Award Amount: \$27,000; (\$3,000 Match)

Contract Period: TBD

The City of Nogales Park and Recreation Department is seeking ADDPC funds to purchase accessible and sensorial playground supplies for the enhancement of Teyechea Park,

Teyechea Park was originally completed in 1981 and has had no renovations since. The City of Nogales is supporting a larger overhaul and enhancement to the park to make it ADA compliant and to ensure park is inclusive and welcoming to the entire community. The overhaul of this park will include modernized bathrooms, accessible walkways, inclusive recreation equipment, and an outdoor amphitheater.

The entire park enhancements is projected to cost over \$1 million. The City of Nogales Parks & Recreation Department has sought out and received technical support from numerous government agencies as well as volunteers to help organize around this effort. Other monetary support they are seeking or have secured include the following:

- Tohono O'odham: \$75,000, (earmarked for amphitheater)
- AZ Parks & Trails non-motorized recreation grant: \$250,000
- Various contracts: \$160,000
- Private donors

If awarded, funds will be used to purchase various playground supplies including rubber ground cover, playground shade, large adaptive shades, large wheelchair swings with platform, wheelchair accessible sensorial education station, compliant and detectable ramp surface, multidirectional ramp connecting the park sections and wide arched bridges with railings.

The timeline to overhaul and complete the new enhancements to the park is from January 2019 – December 2022, over three phases. The city is utilizing various consultants for architectural planning and design, soil testing and analysis, construction and equipment purchase.

It's important to note, if the Council funds this proposal, the city would make an effort to purchase equipment by September 2020, but installation is estimated between July-December 2021.



Application Overview

NAU/IHD

Grant: Support for People with I/DD in Inclusive Recreation Program

Award Amount: \$146,093; (\$48,812 Match)

Contract Period: October 1, 2019 – September 30, 2020

NAU/IHD is partnering with Northern Arizona Adaptive Sports Association (NAASA) to provide opportunities for people with I/DD to participate in adaptive alpine skiing and snowboarding activities. The partnership between NAU/IHD and NAASA offers a unique program design and experience to provide adaptive recreational activities to individuals with I/DD, which will allow them to experience a fun winter sport, gain confidence in learning a new skill, and increase in social and emotional outcomes.

The target number is 100 unique individuals with I/DD to experience adaptive alpine skiing and snowboarding activities during the 2019-2020 ski season in Snowbowl, AZ. Participants will experience rehabilitative, therapeutic and whole life health that adaptive sports opportunities have to offer. Participants may have the opportunity to be provided employment or community involvement, such as train to be an adaptive ski instructor or serve on an advisory committee.

Other activities to support this project include the following:

- Partner with the disability community to recruit 100 individuals.
- Assess each person with I/DD to determine necessary modifications to assure optimal access to the ski and snowboarding activities.
- NAASA to purchase the necessary ski and snowboarding equipment; and make any modifications as necessary
- Increase the number of Professional Ski Instructors of America certified as adaptive ski instructors in Snowbowl from six to eleven.
- Evaluate the program and its impact on participants.
- Develop a sustainability plan to support the program long term, and proper storage and usage of the adaptive equipment.
- Post grant, the equipment will be available to individuals with I/DD for 10+ years at no cost, if they do not need a trained instructor.

NAASA will assume ownership of all the equipment that will be purchased, will keep a detailed inventory, and equipment will be stored at Snowbowl. Staff from NAASA and volunteers will maintain the adaptive equipment, to ensure it can be used for years to come.

Increasing adaptive ski instructors is key to making the program run smoothly. NAASA will recruit both local and statewide. The executive director will pick from a pool of individuals those who are most qualified to be adaptive ski instructors, which are then supported to attend training and be certified. Once an adaptive ski instructor has completed this process, they are required to stay at Snowbowl to teach adaptive lessons for the ski school for at least 2 years. This is an industry standard.

NAU will monitor and evaluate program participants, through a survey, on Quality of Life domains specific to the proposed activities. These domains include physical well-being, social inclusion, interpersonal relationships, and self-efficacy/self-determination. Two focus groups will also be conducted to obtain additional information from participants on how to improve the experience/program better.

NAASA has had an ongoing partnership with Arizona Snowbowl to provide reduced cost for lessons. NAASA also raises funds for scholarships to individuals who cannot afford to participate. Because of this effort, no one has ever been denied an opportunity to try alpine adaptive skiing or snowboarding. Both NAU and NAASA will seek other sources of funds to keep the program in place. Snowbowl is supportive of this effort by offering a reduced rate for adaptive lessons at \$89 for a half day adaptive ski lesson, which includes a daily lift ticket.

Majority of the ADDPC funds will be used to support costs related to NAASA, as described in their budget detail.



Job Developer Certification Program

Grant: Job Coach/Employment Specialist Training & Technical Assistance

Award Amount: \$50,000

Contract Period: October 1, 2019 – September 30, 2020

The Sonoran UCEDD is proposing a series of trainings for Job Coaches and Job Developers that will focus on knowledge gains, resource sharing, problem solving, and intensive skill development related to implementation of supported and customized employment services. The trainings will emphasize application of specific techniques in the areas of job development, employer relationships, job carving, and highlights the assessment and discovery process.

Participants may include: Job coaches, rehabilitation counselors, tribal VR staff, educators, and other employment personnel. The trainings will include 3 two-day sessions and will be provided in four regional locations around the state including: Tucson, Yuma, Flagstaff and Phoenix. Anticipated outcomes and deliverables include:

- 12 trainings provided for 320 to 360 participants.
- Participants will receive certificate of completion and continuing education hours.
- Participants will receive the information to help prepare them for taking the CESP (Certified Employment Support Professional Credential).
- Monthly technical assistance will be provided through webinars.
- Pre and post competency assessment measures will be taken as well as training satisfaction and impact data.